University of Regina

DATE: 18 February 2015
TO: Executive of Council
FROM: Annette Revet, University Secretary
RE: **Meeting of 25 February 2015**

A meeting of Executive of Council is scheduled for Wednesday 25 February 2:45 - 4:30 p.m. in the AH 527. As per Section 4.6.2 of the Council Rules and Regulations Executive of Council meetings shall be closed except to persons invited to attend and all members of Council who choose to attend as guests.

AGENDA

1.   Approval of the Agenda

2.   Approval of the Minutes of Meeting 28 January *- circulated with the Agenda*

3.   Remarks from the Chair

4.   Report of the University Secretary

5.   Reports from Committees of Council
    5.1   Council Committee on Research, Appendix I, Pages 2-15
    5.2   Council Committee on Undergraduate Admissions and Studies, Appendix II, Pages 17-47

6.   Graduand Lists
    6.1 Graduand Lists for Approval - Omnibus Motion – *circulated at the meeting - please return all copies*
                6.1.1   Faculty of Business Administration
                6.1.2   Faculty of Engineering and Applied Science – Correction to January Graduand List
                6.1.3   Faculty of Fine Arts
                6.1.4   Faculty of Graduate Studies and Research
                6.1.5   Faculty of Social Work and Correction to January Graduand List
                6.1.6   Centre for Continuing Education

7.   Business Arising from the Minutes

8.   Reports from Faculties and Other Academic Units
    8.1   Arts
    8.2   Business Administration
    8.3   Education
    8.4   Engineering and Applied Science
    8.5   Fine Arts
    8.6   Graduate Studies and Research
    8.7   Kinesiology and Health Studies
    8.8   Nursing
    8.9   Science
    8.10   Social Work
    8.11   Continuing Education
    8.12   Library
    8.13   Institut français
    8.14   Federated Colleges
                8.14.1   Campion College
                8.14.2   First Nations University of Canada
                8.14.3   Luther College

9.   Other Business

10.   Adjournment

COUNCIL COMMITTEE ON RESEARCH
REPORT TO EXECUTIVE OF COUNCIL

1. Items for Approval

The Council Committee on Research approved and presents to Executive of Council the following items for approval:

A. Subject: *Ex officio* member of Executive of Council and Council – Director, Office for Research, Innovation and Partnership

> MOTION: That Executive of Council recommends approval to Council that the Director, Office for Research Innovation and Partnership be added as an ex officio member of Executive of Council as defined in Section 4.3.4 of the Council Rules and Regulations.

Background and Description:
The Vice-President (Research) wishes to add the Director, Office for Research, Innovation and Partnership as an *ex officio* member of Executive of Council and Council joining the other academic directors that are defined in Appendix A of the Council Rules of Regulations.

This position has responsibility for advancing the University of Regina's goals and objectives related to research by providing essential support services to researchers to enable them to achieve their individual goals of excellence in research. Specifically, the Office for Research, Innovation and Partnership is critical in ensuring professional expertise to the University's research community by sourcing out funding opportunities, providing guidance in grant proposals, ensuring compliance with regulatory bodies including ethical research standards and developing and overseeing research related policies on such matters as intellectual property, overhead, publication rights, liability, animal care, ethics, etc.

The Director, Office for Research, Innovation and Partnership is a member of the Council Committee on Research as well as the Office responsible for providing the resources to this Council Committee. By adding the Director to the Directors defined as members of Executive of Council and Council, the Director will be better able to serve in the role as Resource to the Council Committee on Research. Research is critical to the University's mission and it is important that it be appropriately represented at Executive of Council and Council. These efforts can be furthered by ensuring that the Director can participate actively at Executive of Council and Council.

B. Subject: Care and Use of Animals

> MOTION: That the policy on Care and Use of Animals be approved as outlined in Appendix I, pages 5-8:

Background and Description:
There are no substantive changes to the current policy. The revised policy meets the University's Tri-Agency obligations. The revisions are primarily in format to conform with the policy renewal project

C.   Subject: Research Centres and Institutes

MOTION: That the policy on Research Centres and Institutes as outlined in Appendix I, pages 9-15 be recommended to Senate and the Board of Governors for approval:

Background and Description:

The revised Research Institutes and Centres Policy will provide clear direction on future reporting and review processes.

Provincial Auditor's Report on Research (PARR)
The PARR made two recommendations directly related to research centres and institutes:
- That the Board of Governors update its Policy on University centres and institutes to define the creation, classification, monitoring, and reporting requirements for centres and institutes (recommendation #13); and
- That the University review the classification and operations of all of its research institutes, assess their contribution to the University's strategic research goals, and take any necessary actions identified by the reviews (recommendation #22).

The following observations were made in the Auditor's Report. Type I research centres/institutes are intended to address areas of strategic importance to the University and are approved by Board and report to the Vice-President (Research). Type II and "other" research centres/institutes are approved by Deans, but neither are defined. Type II research centres/institutes are managed by faculties in accordance with criteria established by faculty, but only one had documented criteria. "Other" has no definitions/requirements for creation, operations, management. Lack of clear policy led to inappropriate classification of "other". The International Test Centre for CO_2 Capture (ITC) and the Institute of Environmental Change and Society (IEC) had directors reporting to deans. Both had significant external funding and a number of researchers. ITC used multiple patents, had external partnerships, and struggled to put management processes in place. Not clear why it was classified as "other" and did not receive scrutiny. The University has processes to assess and approve the creation of a Type I research centres/institutes when it determines that research will take place that is of strategic importance. Type I research centres/institutes are to be formally reviewed every five years. These reviews have not occurred for all Type I research centres/institutes. The process to evaluate when Type II research centres/institutes or "other" should be formed or wound-up is not clearly set out, and there was no evidence of formal reviews of Type II research centres/institutes.

Review Process
The University undertook an internal review of centres/institutes and compiled the findings into a January 2014 draft report that included recommendations regarding policy, management, classification and operational change and reviews. This "Report and Recommendations on Policy and Operational Changes" was further revised and was presented to the Audit Task Force Committee in February 2014 for comment. Parallel to this internal review, the University commissioned an external review of its centres/institutes during the fall of 2014. Both the internal and the external reviews and extensive consultation with a wide audience provided the basis for the revised Research Institutes and Centres Policy.

Key improvements of the new policy compared to the old policy:
- Status confusion caused by old terminology ("type 1" and "type 2" centres) has been eliminated with new terminology ("university-based" and "faculty-based" centres).
- Ambiguity around creation, administration, closure arrangements for faculty-based centres has been removed
- Faculty-based centres now have same rigour around creation/administration/review as university-based centres.
- There is now clear specification of the foundation documentation required to initiate a centre.
- There is now clear specification of what is required in the annual reporting process.
- There is improved clarity around the creation, duration and closure of centres.
- There is now a detailed review procedure for all centres.
- An Office of Record is established that will hold all centre reports and reviews centrally to allow for oversight.

Transition to the new policy:
The policy will be effective July 2015, including reporting requirements and establishment and disestablishment policies and procedures. The Research Office will work with individual centres/institutes and deans to establish a timetable for compliance with foundation documents and a review schedule.

February 10, 2015
Submitted by: Andrei Volodin, Chair
Prepared by: M.Beitel, ORIP

Care and Use of Animals

Number: RCH-020-005
Audience: All University Employees
Issued: May 2010
Last revised: 25 February 2015
Owner: Vice-President (Research)
Approved by: Executive of Council
Contact: Director, Office for Research, Innovation and Partnership – 306-585-4775

Introduction

The University of Regina is committed to maintaining the highest possible standards of animal care and use in research and education. Standards for animal care and use are outlined by the Canada Council on Animal Care (CCAC) and in other guidelines published or endorsed by the CCAC, and are in accordance with the Agreement on the Administration of Agency Grants and Awards by Research Institutions.

The committee authorized to oversee the administrative aspects of research and education involving animals is the President's Committee on Animal Care (PCAC). It is the responsibility of the PCAC to establish procedures to ensure compliance with applicable regulations. It is not a right to use animals in research or educational activities: rather, if demonstrated that it is necessary, and if this necessity can be justified, the privilege to do so may be extended.

Only those who receive approval from the PCAC may bring animals onto University property. This includes animals on display for events, animals involved in fieldwork off-campus and animals occupying University space (including offices and leased space) but does not include service animals used by a person with a disability.

Purpose

The purpose of this policy is to ensure ethical and humane use and responsible care of animals used to conduct research and education.

Scope

Given that the use of animals on University property should be primarily related to education and research, this policy applies to all research and education involving animals:

1. conducted by University of Regina Faculty, Staff, and Students;

2. undertaken under the auspices of or in affiliation with the University of Regina; or

3. using University of Regina equipment, facilities or resources.

Definitions

- **Animals** – non-human, living vertebrates and any living invertebrates of the class cephalopoda, including free-living and reproducing larval forms, used for research, education or breeding purposes.
- **Faculty –** an individual employed by the University of Regina who holds an academic appointment.
- **Principal Investigator** – a faculty member or equivalent visiting scholar in charge of a research or education project.
- **Staff** – an individual employed by the University of Regina or an individual employed by a Faculty member.
- **Student** – an individual enrolled in a course and/or program of study at the University of Regina or from another institution visiting the University of Regina and using University of Regina equipment, facilities or resources to conduct their study.

Policy

Review for Animal Use

All care and use of animals for research or educational purposes must be reviewed and approved by the PCAC prior to commencement to ensure it is conducted in accordance with the Canadian Council on Animal Care (CCAC).

The PCAC may occasionally review non-University protocols for care and use of animals to ensure they meet animal care and use standards, where possible. The PCAC does not approve non-University protocols because the University does not have authority over the work or personnel involved.

Accountability

Implementation and compliance with policies on the proper care and use of animals in research and education is an institutional responsibility shared by University of Regina administration, the animal facility director, faculty members, staff, students and the PCAC.

Roles and Responsibilities

President's Committee on Animal Care

- The PCAC will review the proposed research or education protocol involving animals to determine if the proposed use and ethics comply with applicable regulations.
- If the PCAC finds that the proposed research or education protocol is compliant, the protocol may be approved.

- The PCAC will monitor compliance with approved protocols and inspect all animal facilities at least once per year.

Vice-President (Research)

- The Vice-President (Research) bears executive responsibility for the implementation of the University's animal care and use policy.

- The Vice-President (Research) shall resolve any appeals by applying the PCAC Appeal Provision (PCAC Terms of Reference Section 4.L2).

Deans and Directors

- Deans and Directors will ensure that those who use, and those who are being trained to use, animals for research or education carried out by members in their faculty or department, or in association with their faculty or department, are compliant with applicable University policies and procedures.

Faculty Members and Principal Investigators

- Faculty Members and Principal Investigators must ensure that work carried out under their supervision is conducted in accordance with University policy on the care and use of animals.

- Faculty Members and Principal Investigators are responsible for designing and carrying out research or education in accordance with the applicable requirements.

- Faculty Members and Principal Investigators are also responsible for ensuring students working under their supervision are compliant with applicable requirements.

Students

- Graduate and undergraduate students must ensure they follow the animal care and use policy.

Consulting University Veterinarian

- The consulting Veterinarian(s) or a designated Veterinarian:

    a) provides assistance to all Faculty Members and Principal Investigators using animals for educational purposes;

    b) provides emergency veterinary services where warranted; and

    c) remains current on new theories, practices and emerging trends in animal care.

- The consulting Veterinarian or a designated Veterinarian is delegated the authority to:

    a) terminate any procedure which causes unnecessary pain or stress to animals or which deviates from approved protocols; and

    b) euthanize any animals believed to be in pain or distress that cannot be alleviated.

Facilities

- The University will acquire and maintain only the number and type of animals that can be accommodated in existing facilities in accordance with applicable regulations.

- If space is unavailable, research may need to be modified or rescheduled or funds may need to be allocated for modification or expansion of existing facilities.

- Approval of a protocol, authorization of a research grant, or receipt of a contract does not guarantee the University will be able to acquire, house and care for the research animals specified under the terms of the project if, at the time the work proceeds, the capacity of the University's facilities is otherwise fully used or space is unavailable.

Consequences for Noncompliance

- Conducting animal research that has not been reviewed or approved by the PCAC is considered noncompliant.

- Acquisition of animals for education and research that has not been approved by the PCAC is considered noncompliant.

- Cases of suspected noncompliance will be investigated by the PCAC and appropriate actions will be taken. Appropriate actions may include but are not limited to the misconduct procedures as outlined in the Procedures for Reporting and Investigating Scholarly Misconduct.

- Once approval from the PCAC has been granted, failure to adhere to the conditions of the approved protocol constitutes noncompliance.

Related Information

- [PCAC Terms of Reference](#)
- [Travel and Fieldwork Safety policy](#)
- Misconduct Policy and Procedures
- [Canadian Council on Animal Care](#)
- [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#)

Research Institutes and Centres

Number:	RCH-010-005
Audience:	All University employees *or Researchers*
Issued:	April 18, 2007
Last revised:	
Owner:	Vice-President (Research)
Approved by:	Board of Governors
Contact:	Vice-President (Research) – 306-585-5184

Introduction

The University of Regina values the strengths and contributions of its research institutes and centres and seeks to ensure their success as a vital part of the University's research mandate.

In keeping with good governance, this policy provides for the creation, management and disestablishment of University of Regina research institutes and centres.

Definitions

- **Research Institute or Centre** – a formally constituted unit of the University that is established to bring together relevant researchers and increase focus on a specific area or topic. The terms "research institute" and "research centre" are equivalent for the purposes of this policy.
- **Relevant Authority** – the person with authority and responsibility for a research institute or centre. This is the dean, in the case of a faculty-based research institute or centre, and the Vice-President (Research), in the case of a University-based research institute or centre.

Policy

Purpose of Research Institutes and Centres

The prime objective of a research institute or centre is the generation of research product and knowledge. However, a research institute or centre may also have important non-research co-objectives, such as teaching or training, dissemination of research, or public service.

Types of Research Institutes and Centres

The University has two types of research institutes and centres:

1. Faculty-based, under the authority of the relevant dean; and,

2. University-based, under the authority of the Vice-President (Research).

As research orientation and activities evolve, it is possible that it becomes advantageous to convert an initially faculty-based institute or centre to university-based status, or vice-versa. In such a situation the relevant dean and the Vice-President (Research) may recommend this change to the Board of Governors.

Funding

Research institutes and centres are encouraged to seek out external funding so far as possible. Notwithstanding, the University may provide operating funding and in-kind support so far as competing priorities allow.

Duration of Research Institutes and Centres

Research institutes and centres are expected to have longevity.

Leadership and Accountability of Research Institutes and Centres

Every institute or centre shall have a director with administrative responsibility for the institute or centre. The director shall report either to a faculty dean in the case of a faculty-based institute or centre or to the Vice-President (Research) in the case of a university-based institute or centre. Appointments as a director of a research institute or centre will normally be for three to five years. Re-appointments are possible with the approval of the relevant authority.

A director who is a faculty member of the University will continue to receive applicable benefits and privileges. Course release or other compensatory workload reduction may be agreed upon, depending on individual circumstances. Where the director is out of scope, benefits and privileges will be defined in the applicable appointment letter and by the relevant University policies.

Where a director of a university-based research institute or centre is a faculty member, the Vice-President (Research) shall forward an annual assessment of the director's performance to the relevant faculty dean as input into the faculty performance review process. This assessment will be shared with the director.

Research Institutes and Centres and Academic Programming

A research institute or centre may contribute to undergraduate, graduate, or other training (such as internships) related to ongoing research programs. However, while academic programs may be supported by a research institute or centre, such programs shall not be housed or administered by a research institute or centre.

Multi-Institutional Arrangements

At times it may be advantageous for a research institute or centre to enter into a formalized arrangement (such as a partnership or other relationship) with an entity or entities external to the University. Such arrangements may be subject to formal agreement signed by the Vice-President (Research) or other authority depending on the arrangement contemplated.

A University of Regina research institute or centre may be co-housed at another institution. In such situations, the relevant authority will work with the director to minimize unnecessary duplication in reporting or review processes (for example, an institute or centre annual report or review could be designed to meet the criteria of all administering institutions).

Signing Authority

The relevant authority will provide an incoming institute or centre director with a document defining the director's signing authority.

Financial Structures

An appropriate research institute or centre account structure will be set up in consultation with Financial Services.

Office of Record

The Office of the Vice-President (Research), or its designate, will hold copies of reviews and annual reports of both university-based and faculty-based research institutes and centres.

Policy Compliance

Research institutes and centres shall conform to University policies and procedures.

Consequences for Noncompliance

If a research institute or centre does not meet the requirements outlined in this policy, a full review may be conducted and the research institute or centre may be disestablished.

Processes

Establishment of a New Research Institute or Centre

The following are the steps to establish a new research institute or centre:

1. The relevant authority, in consultation with the Council Committee on Research, reviews foundation documentation (described below) and forwards the relevant

documentation with a recommendation to establish a new research institute or centre to Executive of Council

2. Executive of Council recommends on the matter to Senate

3. Senate approves the establishment of the research institute or centre and makes a recommendation to the Board of Governors

4. The Board of Governors makes a decision to establish the research institute or centre

Foundation Documentation

Comprehensive foundation documentation is essential before approval of a new research institute or centre. The documentation should be complete enough to justify the need for a new institute or centre, demonstrate its viability, and guide the management of the new institute or centre over its initial years of existence. At a minimum, the documentation should include:

- name of the institute or centre
- rationale for, and purpose of, the institute or centre
- management structure of the institute or centre, including clear lines of authority and responsibility
- anticipated duration of the institute or centre (this may be indefinite or for a specified term – if for a defined term, plans for institute or centre wind up should be included)
- a budget for at least the first three years of operation of the institute or centre, including anticipated revenues from all sources and all operational costs
- a description of physical resource needs (such as office or laboratory space)
- projected staffing requirements
- a risk assessment and risk management strategy, particularly for budget shortfalls
- a definition of institute or centre membership, and membership categories
- terms of reference for an advisory committee for the institute or centre, if applicable
- envisioned relationships with existing University entities and with entities external to the University
- projected contributions, if any, to University goals other than research (such as contributions to teaching and training or to public service)
- performance metrics against which the institute's or centre's progress and success will be measured (e.g. external funding, publications, graduate student numbers, community service)

Once a new institute or centre is approved and a director appointed, the foundation documentation should be viewed as a living template and ongoing guide for institute or centre operations.

In response to changing circumstances and opportunities, changes to the foundation documentation can be recommended, typically as part of a review or annual report. In accepting proposed changes to foundation documentation, the relevant authority will use his/her good judgment as to whether the proposed changes are so fundamental as to require approval from the Board of Governors.

Disestablishment of a Research Institute or Centre

Research institutes or centres may be disestablished via either of two mechanisms:

1. In the case of a research institute or centre with a prescribed termination date, the institute or centre will cease to exist as of that date; or,

2. In the case of a research institute or centre with no prescribed termination date, the institute or centre may be disestablished by the Board of Governors.

The relevant authority may recommend disestablishment, giving due consideration to consultations with the relevant director, the Council Committee on Research, and key institute or centre partners. In the case of disestablishment under (2) above, reasonable notice will be given so as to allow for the orderly winding up of institute or centre affairs.

Reporting

Research institutes and centres shall report annually on activities. The director of a research institute or centre is responsible for preparing the annual report and providing it to the relevant authority. Unless otherwise mutually agreed by the director and the relevant authority, the annual report due date for the University year ending April 30 will be June 30 of the same year.

Deans will forward a copy of the annual report of a faculty-based institute or centre to the Office of Record.

Unless otherwise mutually agreed by the director and the relevant authority, the annual report will include, at a minimum:

- an application of the specific performance metrics found in the institute or centre's foundation documentation, including a discussion of progress on meeting performance objectives
- a listing of publications attributable to institute or centre activities
- a listing of presentations and workshop and conference activity attributable to institute or centre activities
- a listing of communications or media activities attributable to institute or centre activities

- an assessment of any outreach or public service activities attributable to institute or centre activities
- a listing of contributions to undergraduate, graduate or internship training
- a university-year financial statement noting all monies received and expended by the institute or centre in each of its University accounts (i.e. FOAPALs)
- an assessment of the status and continued viability of the institute or centre

Internal Review

The director of a research institute or centre is responsible for preparing an in-house review and providing it to the relevant authority. An internal review shall take place at any point in time on the request of the relevant authority, and at least every five years. The relevant authority shall provide a director with at least 90 days' notice of an internal review due date. Unless otherwise mutually agreed by the director and the relevant authority, an internal review is based on all the elements of the annual report, plus, at a minimum, the following additional components:

- an assessment of the institute or centre's progress since the most recent review, based on the specific performance metrics found in the institute or centre's foundation documentation
- an assessment and recommendation as to whether any of the institute or centre's foundation documentation, management structure, membership categories, or performance measures should be amended to respond to new realities
- a summary of all revenues and expenditures since the most recent review
- an analysis of challenges and opportunities over the next three to five years
- a strategy for the next three to five years to address challenges and opportunities
- a recommendation as to the continuance, restructuring, or disestablishment of the institute or centre

Upon receipt and consideration of the in-house review, the relevant authority may:

- approve the internal review;
- request further information; or,
- initiate an external review.

Deans will forward a copy of the in-house review of a faculty-based institute or centre to the Office of Record.

External Review

At any point in time the relevant authority may initiate an external review.

An external review involves comment, analysis and recommendations by an appropriate external individual or entity (either external to the institute or centre, external to the relevant faculty, or external to the University) selected and engaged by the relevant authority. Details of the external review may differ as defined by the relevant authority, but typically may include:

- an analysis of the institute or centre's research performance
- an analysis of the institute or centre's non-research contributions to the University
- an analysis of the institute or centre's fit within the University's strategic research priorities
- a funding and expenditures summary over the lifetime of the institute or centre (or since the previous external review)
- a research plan over the next five years
- a funding and expenditures projection over the next five years
- confirmation the institute or centre's current management structure is appropriate or recommendations for changes to the management structure
- a recommendation as to the continuance, or restructuring, or disestablishment of the institute or centre

Upon receipt and consideration of the external review, the relevant authority may accept the review or request further information.

Deans will forward a copy of an external review of a faculty-based institute or centre to the Office of Record.

Related Information

- [RCH-030-010 Budgetary Limits on Spending Research Funds](#)
- [OPS-010-050 Fiscal and Research Year Ends](#)
- [RCH-030-005 Research Cost Recovery](#)

REPORT TO
EXECUTIVE OF COUNCIL MEETING
JANUARY 28, 2015
FROM THE COUNCIL COMMITTEE
ON UNDERGRADUATE ADMISSIONS AND STUDIES

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1.   ITEMS FOR APPROVAL

The Council Committee on Undergraduate Admissions and Studies met on February 9, 2015 and has approved the following curriculum, program and policy changes, and hereby recommends them for approval.

1.1   **Report from the Faculty of Arts**

Omnibus motions 1 through 4 are submitted to reflect name changes to the Department of French, the BA Major and the BA Honours Major in French, and the BA Minor in French.

> **MOTION 1:** Department of French
>
> To rename the department of French to the department of French and Francophone Intercultural Studies, effective 1 September 2015.

> **MOTION 2:** BA Major in French
>
> To rename the BA Major in French to BA Major in French and Francophone Intercultural Studies, and to revise the requirements of the latter to reflect changes made to the course content in the FRN courses, effective 1 September 2015.

> **MOTION 3:** BA Honours Major in French
>
> To rename the BA Honours Major in French to BA Major in French and Francophone Intercultural Studies, and to revise the requirements of the latter to reflect changes made to the course content in the FRN courses, effective 1 September 2015.

> **MOTION 4:** BA Minor in French
>
> To rename and revise the minor in French to a minor in French and Francophone Intercultural Studies, effective 1 September 2015.

9.17.1   BA MAJOR IN FRENCH AND FRANCOPHONE INTERCULTURAL STUDIES FRENCH

Credit hours	BA French and Francophone Intercultural Studies major, required courses	Student's record of courses completed
Major Requirements		
3.0	FRN 201	
3.0	FRN 236	
3.0	FRN 246	

Credit hours	BA French **and Francophone Intercultural Studies** major, required courses	Student's record of courses completed
3.0	Two 200-level FRN courses (FRN 200	
3.0	may be used with a minimum grade of 75%)	
3.0	FRN 300	
3.0	FRN 301	
3.0	FRN 366	
3.0	Three 300-level FRN courses	
3.0		
3.0		
3.0	Two 400-level FRN courses	
3.0		
3.0	~~FR 201~~	
3.0	~~FR 202~~	
3.0	~~FR 203~~	
3.0	~~FR 226~~	
3.0	~~FR 230~~	
3.0	~~FR 245~~	
3.0	~~FR 300~~	
3.0	~~Three 200-level FR courses~~	
3.0	~~(Students may count only one of FR~~	
3.0	~~215, 216 or 217 in this requirement.)~~	
3.0		
3.0	~~Three 300- or 400-level FR courses~~	
3.0		
Students may count up to two courses completed in other departments in the major which deal with French art, culture, history, etc. and in which they have done their written work in French. Permission must be obtained from the Department Head.	
39.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224	
3.0	Any course in ART, ARTH, CTCH, FA, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST	
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121	
3.0	One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110	
0.0	Two language courses (or one six-credit class) in any language other than English.	Requirement met in major
0.0		Requirement met in major
3.0	Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120	
3.0	Any course in HIST or CLAS 100 or IDS 100	
3.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	
3.0	Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special	

Credit hours	BA French **and Francophone Intercultural Studies** major, required courses	Student's record of courses completed
	studies courses.	
Refer to §9.9.1.1 for further details.		
27.0	**Subtotal**	
Open Electives		
54.0	18 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

Students with a special interest in language are urged to choose their courses from the language and linguistics courses offered; those interested in literature should choose their courses from the literature offerings.

Students given advanced standing in French, based on the French pre-registration assessment, may be exempted from up to 9 of the required 39 credit hours, according to the standing they are granted. The course(s) from which a student is exempted will be determined by the French Department.

In order to progress in the major, a student must achieve a grade of 60% in the prerequisite course.

9.17.3 MINOR IN FRENCH AND FRANCOPHONE INTERCULTURAL STUDIES

Credit hours	**French and Francophone Intercultural Studies** ~~French~~ minor, required courses	Student's record of courses completed
3.0	FRN 201	
3.0	One other 200-level FRN courses (FRN 200 may be used with a minimum grade of 75%)	
3.0	One 200- or 300-level course	
3.0	FRN 300	
3.0	FRN 301	
3.0	One other 300-level FRN course	
3.0	~~FR 201~~	
3.0	~~FR 202~~	
3.0	~~FR 203~~	
3.0	~~FR 230~~	
3.0	~~Two other 200-level FR courses or higher~~	
3.0	~~(Students may count only one of FR 215, 216 or 217 in this requirement.)~~	
18.0	**FRN Minor – 65% GPA required**	

9.17.2 BA HONOURS MAJOR IN FRENCH AND FRANCOPHONE INTERCULTURAL STUDIES

Credit hours	BA French **and Francophone Intercultural Studies** Honours major, required courses	Student's record of courses completed
Honours Major Requirements		
3.0	FRN 201	
3.0	FRN 236	
3.0	FRN 246	
3.0	Three other 200-level FRN courses (only one FRN 220AA-ZZ can be included)	
3.0		
3.0		
3.0	FRN 300	
3.0	FRN 301	
3.0	FRN 366	
3.0	Four other 300-level FRN courses	
3.0		
3.0		
3.0		

Credit hours	BA French and Francophone Intercultural Studies Honours major, required courses	Student's record of courses completed
0.0	FRN 480	
3.0	Four other 400-level FRN courses	
3.0		
3.0		
3.0		
3.0	~~FR 201~~	
3.0	~~FR 202~~	
3.0	~~FR 203~~	
3.0	~~FR 226~~	
3.0	~~FR 230~~	
3.0	~~FR 231~~	
3.0	~~FR 245~~	
3.0	~~FR 280~~	
3.0	~~FR 300~~	
0.0	~~FR 480~~	
3.0	~~Two FR courses numbered 219 or~~	
3.0	~~above~~	
3.0		
3.0	~~Three 300- or 400-level FR~~	
3.0	~~courses~~	
3.0		
3.0	~~Three 400-level FR courses~~	
3.0		
0.0	Honours paper	
51.0	**Subtotal: 75% major GPA required**	
Arts Core Requirements		
27.0	**Same as stated above for the BA in French**	
Open Electives		
45.0	15 elective courses	
120.0	**Total: 70% PGPA & 60% UGPA required**	

Students shall submit an honours paper within the final 15 credit hours of their program. This requirement will be met by the submission of a paper resulting either from FRN 490 (honours options) or from a research project.

Students given advanced standing in French, based on the French pre-registration assessment, may be exempted from up to 9 of the required 51 credit hours, according to the standing they are granted. The course(s) from which a student is exempted will be determined by the French Department.

Honours students shall maintain an average of 75% in their major courses.

(end of omnibus motions 1 through 4)

Rationale for motions 1 - 4: At the last Arts Council meeting, the proposal to change the name of the French Department to the *Department of Francophone & Intercultural Studies* was not carried due to the reservations expressed by some well-meaning colleagues who were concerned that FR intended to arrogate *Intercultural Studies* to itself. As a result, E. Aito, French department head, withdrew the additional proposals to change the names of FR majors and its revised minor. Since then, further consultations with colleagues and other department heads have confirmed that there is no conceptual opposition to these efforts by FR.

Consequently, at the last Dean's Executive meeting, on the basis of additional consultations and suggestions from colleagues and other heads, E. Aito presented for discussion a modified name to wit *French and Francophone Intercultural Studies* in light of the rationale submitted along with our initial proposals. This version of the new designation was subsequently discussed and fully supported by heads.

This modification at once maintains our perennial focus on the French language and extends to French studies, while more visibly incorporating an intercultural dimension. This change thus effectively eliminates the mistaken impression that we were appropriating *intercultural studies*. Furthermore, it more clearly signals our intent to cultivate concrete collaborations across the humanities and social sciences. Some colleagues have thus expressed the hope that this proposal will spur fruitful partnerships across many disciplines. In our estimation, collaboration will be a force-multiplier for our unit.

Our proposal is a critical first step in our efforts to renew, modernize, grow our programs and build bridges in order to escape the insularity of working exclusively in the traditional disciplines of French studies.

TEMPLATE FOR A MODIFIED PROGRAM

I. PROGRAM INFORMATION

Program Name: **Minor in French and Francophone Intercultural Studies**; **BA Major in French and Francophone Intercultural Studies**; **BA Honours Major in French and Francophone Intercultural Studies**

Faculty(ies)/School(s)/Department(s): Arts / French
Expected Modified Program Proposal Submission Date (Month/Year): November, 2014
Expected Modified Program Start Date (Month/Year): September, 2015
Method of Program Delivery: Lecture

II. PROGRAM CONSIDERATIONS
1. Describe the rationale for this program modification.

> The changes to our programs as extensively described in the cover memo are in response to the recommendations of the 2010 External Review Committee of the French Department. In adopting and building on these recommendations, the Department has carefully broadened the scope of aspects of its programs in order to adapt to changing student interests and faculty members' growing teaching and scholarship. These changes are thus long overdue.
>
> The proposed changes have the potential to attract more students from diverse language, cultural and academic backgrounds given the nimbleness and the intercultural dimensions of the modified programs.
>
> In addition, the revamped programs and array of courses will allow for a more judicious deployment of our dwindling staffing complement as we again anticipate several imminent retirements and the potential loss of a term appointment that has been serving to replace a lost position in the last couple of years.

2. What are the key objectives of this modified program?

> - Broaden the appeal of our offerings to attract and retain more students.
> - Create a more predictable and less cumbersome progression through all programs.
> - Allow all French language proficiency levels direct pathways to the Minors, Major and Honours Major.
> - Remove unnecessary and inhibiting program requirements that take too long and discourage students.
> - Develop programs and courses with strong, interesting, intersecting and stimulating French and francophone culture components that are mutually reinforcing.
> - Develop a curriculum that privileges innovative disciplinary collaborations within the Department and with cognate areas in other departments and Faculties.

3. What is the expected impact of this modified program on University enrolment and revenue?

> It is expected that the revamped programs will attract and retain more students from different backgrounds, including international students. The recommendations of the External Review Committee and subsequent departmental decisions are in part meant to improve enrollments which will of course have a positive impact on University revenues.
>
> A judicious use of our human resources will result from the more porous disciplinary boundaries that are

prevalent throughout the new programs.

II. STRATEGIC CONSIDERATIONS

1. How does this proposed modified program fit with/complement your Faculty's Strategic Plan?

The changes proposed reinforce the place of French-language instruction in Arts. They will further improve our service teaching within the Faculty and across the University. The Department also anticipates that more Arts students will opt for French as they seek to fulfill their 6-credit requirement in the same language other than English.

Students taking the improved programs and FRN courses will engage the world around them, buoyed by a fresh intellectual and cultural curiosity provided through a well-calibrated multidisciplinary and collaborative approach, all through the lenses of the French language.

2. How does this proposed modified program fit with/complement the University Strategic Vision and Objectives?

Among other benefits, the modified programs now visibly with important cultural and intercultural components will better respond to the aspirations of the immediate Francophone community in Saskatchewan. The innovations brought to bear on the new programming will no doubt also attract the interest of Francophone communities nationally and internationally.

Indigenization: One of the more important objectives of the intercultural components of our programs is to concretely respond to indigenization at the University of Regina, both in our course offerings and in our research and scholarship.

Contact Person(s)	Email	Telephone
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FRENCH DEPARTMENT NAME AND PROGRAM CHANGES

PREAMBLE

In 2010, a comprehensive external review of our programs recommended extensive changes that included a realignment of our courses to better reflect student needs and faculty members' interests and expertise. In the ensuing discussions, the Department strongly endorsed the thrust of the review recommendations and resolved to accompany such changes with the appropriate pedagogical retooling that would at once support students' experiences and faculty members' teaching and scholarship. Unfortunately, institutional factors external to the Department have either delayed or simply prevented the implementation of the welcome changes proposed by the review committee. These changes are thus long overdue.

In addition to the extensive student-focused changes and expansion and deepening of our program contents, significant amounts of time and energy have been devoted to finding ways to facilitate a less cumbersome progression through our programs. As a result, the new program provides incentives to students hitherto discouraged by the number of language classes they had to take before finally entering into our major. It also seeks to explore opportunities to collaborate with other academic units, while broadening our program contents to encompass a more flexible francophone studies thrust adapted to contemporary approaches and our local milieu.

In order to achieve the foregoing renewal, the Department of French has also resolved to change its name to the Department of French and Francophone Intercultural Studies. Before presenting the details of the comprehensive changes we propose, here are some highlights:

- FR courses changed to FRN (approved at last Faculty Council meeting)
- The new FRN numbering makes our offerings more cohesive and relatable, and allows for a better and more predictable program progression as it is less restrictive. The elimination of this restrictiveness has been the foremost governing principle with respect to new contents and course progression.
- 1 new minor created, while the existing one has been modified to better reflect student needs. These 2 minors align with our new program and courses. Students can thus more readily apply the credits earned in the mandatory language classes to their preferred minor by taking just 4 more classes. All levels of French proficiency are able to benefit from this adjustment.
- FRN 100 to FRN 301 are now all language classes. Subsequent classes treat specialized contents.
- Name change from Department of French to Department of French and Francophone Intercultural Studies to reflect not only the structure and contents of the new program as proposed, but also the pedagogical imperative to better guide students toward the connections between their classes and the world around them.

- FR 102 and FR 113 are now formally collapsed into FRN 200; this integration has been in effect over the past year. The new FRN language classes, which have also been redone, have absorbed contents from FR 102 and FR 113.
- FR 230 and FR 231 no longer exist, but their contents have now been distributed into language classes from FRN 201 to FRN 301. This enables the Department to better fluidly integrate the intended 4 competencies (*compréhension et expression orale et écrite*), while eliminating their traditional demarcations.
- FRN 236 (French linguistics) and FRN 246 (Francophonie) are 200-L major / concentration / specialized courses with 300-L language prerequisites. We point out here that although FRN 300 and FRN 301 bear a higher numbering they actually are language classes which must precede the specialized contents in FRN 236 and FRN 246. The 200-L numbering is maintained to allow these courses to flow naturally into their corresponding upper-level, advanced classes.
- Creation of AA-ZZ courses to allow for the greatest flexibility in the face of the current and anticipated dwindling of our human resources, especially in the professorial ranks. This approach has many benefits. For instance, it will allow for a nimble course scheduling that manages to respond to both program and student progression needs, by providing for a variety of possibilities with our existing staffing complement. Henceforth, therefore, the Department will dispense with classes in the calendar that are either seldom or never offered much to the chagrin of students. Additionally, we can monitor trends in students' predilections and respond as such, without the onerous process of creating new classes long after students' interests may have dissipated partly out of frustration.
- Overall, the new program will also allow for a more seamless rotation of classes, which in turn will facilitate class scheduling.
- The thrust of the extensive restructuring is to wean the Department off an outdated, restrictive program that only inhibits interest in French Studies by unnecessarily creating several hurdles that take too long to surmount. The existing program discourages flexibility and is incapable of adjusting to our changing staff complement. Disciplinary restrictions are prevalent in many of our current courses. As a consequence, faculty members are often hamstrung and are unable to move laterally into other *fixed* classes in order to respond to student needs.
- In the new FRN courses, the Department is more deliberately and overtly establishing links between French language studies and French / francophone culture, while promoting links to other areas of inquiry both within and outside of the Department through the added prism of intercultural studies. The new program will thus allow students and faculty to more readily engage with the world around them.

TRANSITION TO THE NEW PROGRAM

The Department undertakes to carefully attend to any transitional issues that may be experienced especially by students. It will work with students and colleagues to ensure that existing program requirements can be met by students in order for them to complete their programs without undue delay and in accordance with their anticipated timelines.

MOTION 5: BA Major in Environmental Studies

To remove GEOL102 as a required course in the BA Major in Environmental Studies, effective 201520 to remove GEOL102 as a required course in the BA Major in Environmental Studies, effective 201520.

9.18.3 BA MAJOR IN ENVIRONMENTAL STUDIES

Website: http://www.uregina.ca/arts/environmental-studies/

Credit hours	BA Environmental Studies major, required courses	Student's record of courses completed
Major Requirements		
3.0	BIOL 150	
3.0	BIOL 276	
3.0	ECON 273	
3.0	ENST 200	
3.0	ENST 400	

Credit hours	BA Environmental Studies major, required courses	Student's record of courses completed
3.0	GEOG 120	
3.0	GEOG 325	
3.0	GEOG 326	
3.0	GEOG 327	
3.0	GEOG 431	
3.0	One of GEOL 102 or GEOG 121	
3.0	JS 100	
3.0	JS 312	
3.0	PHIL 275	
3.0	PSYC 340	
3.0	SOC 201	
3.0	SOC 230	
3.0	SOC 330	
3.0	WGST 201	
57.0	**Subtotal: 65% major GPA required**	
Arts Core Requirements		
3.0	ENGL 100	
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224	
3.0	Any course in ART, ARTH, CTCH, FA, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA or THST	
0.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121	Requirement met in major
3.0	One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110	
3.0	Two language courses (or one six-credit class) in any language other than English.	
3.0		
0.0	Any course in ANTH or RLST (except RLST 181, 184, 186, 188, 281, 284, 288), GEOG 100, 120	Requirement met in major
3.0	Any course in HIST or CLAS 100 or IDS 100	
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), IS, JS, PSCI, PSYC, SOC, SOST or WGST	Requirement met in major
3.0	Any course in INA, INAH, INCA, INDG, INHS or any one of ENGL 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content,	

Credit hours	BA Environmental Studies major, required courses	Student's record of courses completed
	including special studies courses.	
Refer to §9.9.1.1 for further details.		
24.0	**Subtotal**	
Open Electives		
39.0	13 elective courses	
120.0	**Total: 60% PGPA & UGPA required**	

Rationale: The Environmental Studies program currently allows students to take GEOL 102 or GEOG 121 to fulfill their program requirements. Although there is some overlap in the content of these courses, the GEOL 102 curriculum does not cover the topics of weather and climate. These are key to a foundation in Environmental Studies. It has been our experience that Environmental Studies students are better prepared for the other courses in their program if they have completed GEOG 121.

1.2   **Report from the Faculty of Education**

Omnibus motions 6 through 8 are submitted to reflect changes in the Pre K-5 and Middle Year templates.

MOTION 6: Revisions- Pre K-5 and Middle Year Templates

That in both the Pre K-5 and Middle Years templates, effective Fall 2015, all named non-Education courses beyond first year 100 level introductory courses will include the phrase, "or approved elective." (Middle Years: GEOG 120, SOC 208); (Pre K-5: SOC 213).

Rationale: The named non-Education courses complicate the Elementary template because the Faculty of Education does not schedule the courses and not all students are able to complete the courses at the time prescribed by the template. By including the authority to substitute courses with an approved elective from the Ministry of Education's list for Elementary Education, the opportunity for students to complete the degree on time is enhanced.

MOTION 7: Pre K-5 – Humanities Course

That effective Fall 2015, the Humanities course in Semester 2 of the Pre K-5 template will be replaced with Modern Language

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Rationale: The change to the template is intended to achieve parity between the Pre K-5 and Middle Years programs and to expand the language repertoires of all Elementary teachers.

MOTION 8: ECS Revisions - Pre K-5 and Middle Year Templates

That ECS 301 in semester 5 of the Middle Years and Pre K-5 templates be combined with ECS 311 from semester 6, and be replaced with ELNG 325 The Teaching of Writing. The conflated ECS course in semester 6 will be effective for the Fall 2015 intake.

Rationale: The conflation of ECS 301 into ECS 311, to be offered in semester 6 on the

template, is consistent with other pre-service elementary programs in Canada. The field component (EFLD 310) will be maintained; responsibility for contact with the field (i.e., communication with cooperating teachers will be fulfilled by the Field Office and/or Fall semester method course instructors). Furthermore, by adding ELNG 325 in semester 5, the Elementary programs will be consistent with other Canadian faculties and colleges of Education.

(end omnibus motions 6 - 8)

MOTION 9: EACS 203 – eliminated

That effective Fall 2015, the EAES 203 seminar be eliminated from the Arts Ed program template.

Rationale: The EAES 203 seminar was historically part of an external grant for a speaker series and the funds that previously supported this seminar have depleted. The seminar series is no longer sustainable. Also, the counterpart to this seminar, EAES 204, was already eliminated last year.

1.3   Report from the Faculty of Nursing

Correction to Motion # 27 from the January 28, 2015 meeting of Executive of Council.

MOTION 10: Revision of wording to Section 15.1.4.3 of the UG Calendar

To revise the wording of Section 15.1.4.3, Reassessment of a Grade for Clinical Practice Education Courses in the University of Regina Undergraduate Calendar as noted below, effective 201520.

Clinical practice education is an integral part of the Nursing program. ~~As submission of original (graded) copies of term work is not possible for reassessment, a separate process for reassessment of clinical grades has been approved.~~ Reassessment of clinical grades is based ~~only~~ on ~~procedural fairness~~ a fair and open process, which will include all term work and assessment/evaluation. Students wishing a reassessment of a clinical practice education grade must request the reassessment as per the deadlines, fees and process outlined in §5.10.2 of the Undergraduate Calendar. Students are advised that failure to initiate the request for reassessment within 5 days from the notification of a failing grade can result in delay in progression in the program. ~~The reassessment will be heard by a committee that will recommend action to the Dean of Nursing. The Dean of Nursing will render a decision with respect to the grade under review. The decision of the Dean is final with respect to this faculty level appeal process. For more information see the SCBScN Student Handbook.~~

(end of Motion 10)

Rationale: This motion was originally passed at the January 16, 2015 meeting of CCUAS but in the preparation of the January 28, 2015 CCUAS report to Executive of Council, the track changes did not carry forward. The January 28, 2015 approval of this motion by Executive of Council, creates contradiction in Section 15.1.4.3 of the UG Calendar. This motion is therefore being presented to correct that error. The original rationale follows.

This policy was developed and approved when the very first clinical course (CNUR 101) was offered (at the beginning of the term). The process that was approved and which has been followed to date, has a focus more on "appeal" rather than a "reassessment of a grade". Students submit the form requesting reassessment of a grade, but the resultant process is not consistent with this intent. As the Faculty has increased experience with the policy in its current format, it has become clear that there is work in clinical courses that can be assessed including, for example, midterm and final evaluations, nursing care plans/maps, clinical assignments in some courses, midterm and final exams. At the moment these materials have not always been considered because of the wording of the second sentence. The third sentence in its current format has also created some confusion and has led to increased emphasis on whether or not the process alone has been fair. Work completed in clinical courses and submitted by the student has sometimes been considered as less important than the process. The revision of this sentence as presented is intended to provide additional clarity.

Since this section refers to a reassessment of a grade rather than an appeal, the last three sentences are removed. The reassessment procedure will be amended to be consistent with the process used for other courses.

1.3   **Report from the Faculty of Science**

Omnibus Motions 11 through 16 are submitted to reflect changes in the Faculty of Science's biology programs.

MOTION 11:   Removal of Courses from all Biology Programs

To remove BIOL 315, BIOL 455, and BIOL 465 from all Biology programs effective 201530.

Rationale: BIOL 315, 455, and 465 do not exist

MOTION 12:   BIOL 407

To add BIOL 407 as one of the 300/400-level Biology options to the BSc and BSc Honours in Biology, Cell & Molecular Biology Area of Concentration programs and the BSc Combined Major in Biology and Biochemistry program. BIOL 407 should also be added to the list of approved 300/400-level courses offered by Biology effective 201530.

Rationale: BIOL 407 will replace BIOL 490BT which has been offered as a Selected topics course for the past two years. It is the intention of the Biology Department to offer this course regularly.

MOTION 13:   BIOL 316

To add BIOL 316 to the BSc and BSc Honours in Biology, Ecology & Environmental Biology Area of Concentration programs and the BSc and BSc Honours in Biology, Environmental Biology (Joint) programs effective 201530.

MOTION 14:   BIOL 456

To add BIOL 456 to the BSc Honours in Biology, Ecology & Environmental Biology Area of Concentration program effective 201530.

MOTION 15: BIOL 457

To add BIOL 457 as well as change the name from SIAST to Saskatchewan Polytechnic in the BSc and BSc Honours in Biology, Environmental Biology (Joint) programs effective 201530.

Rationale for Motions 13-15: These three courses examining environmental science topics that are ideal additions to our programs in Ecology and Environment area of concentration and our joint Environmental Biology programs. Some of the courses have been listed in some streams and not others. This motion ensures that these three courses are consistent along environmental focused programs. The name of SIAST has changed to Saskatchewan Polytechnic or SaskPoly.

MOTION 16: BIOL 376 and BIOL 475

To add BIOL 376 and remove BIOL 475 as one of the 300/400-level
Biology options in the BSc and BSc Honours Ecology & Environmental Biology Area of Concentration programs and BSc the Combined Major in Biology and Geography program effective 201530.

Rationale: Many third year students are hesitant to sign up for a 400-level course, there is a hope that the switch to 300-level will result in increased enrolment. The current course description is brief; it has been expanded to give more clarity to students. The provisional plan is that the course would be taught in 201610.

16.11.2.4 BSc Honours in Biology, Cellular & Molecular Biology Area of Concentration
Refer to §16.6 and §16.9.2 for additional important information.

Credit hours	BSc Honours in Biology, Cellular & Molecular Biology area of concentration required courses	Student's record of courses completed
3.0	BIOC 220	
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	BIOL 265	
3.0	BIOL 266	
3.0	BIOL 275 or BIOL 276	
3.0	BIOL 288	
3.0	BIOL 305	
0.0	BIOL 488 (semester 1)	
0.0	BIOL 488 (semester 2)	
3.0	BIOL 498	
3.0	BIOL 499	

Credit hours	BSc Honours in Biology, Cellular & Molecular Biology area of concentration required courses	Student's record of courses completed
3.0	SIX courses from BIOL 302, 303, ~~315,~~ 366, 390, 395, 401, 402, 405, **407,** 410~~,~~ ~~455, 465~~, 490BG, up to two of BIOC 221, 3xx or 4xx	
3.0		
3.0		
3.0		
3.0		
3.0		
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CHEM 140	
3.0	CS 110	
3.0	MATH 110	
3.0	MATH 111	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 100	
3.0	STAT 200	
84.0	**Subtotal: Major Requirements**	**75% Major GPA required**
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
120.0	**Total**	**70% Program GPA required**

16.11.2.5 BSc in Biology, Ecology & Environmental Biology Area of Concentration

Refer to §16.6 and §16.9.1 for additional important information.

Credit hours	BSc with Biology major, Ecology & Environmental Biology area of concentration required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	BIOL 265	
3.0	BIOL 266	
3.0	BIOL 275	
3.0	BIOL 276	
3.0	BIOL 288	
0.0	BIOL 488 (semester 1)	
0.0	BIOL 488 (semester 2)	
3.0		
3.0		
3.0	SIX courses from: BIOL 302, 316, 315, 335, 341 (or STAT 342), 365, 366, 367, 375, 376, 380, 385, 401, 402, 425, 435, 456, 457, 463, 475, 476, 485	
3.0		
3.0		
3.0		
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CHEM 140	
3.0	CS 110	
3.0	MATH 110	
3.0	MATH 111	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 100	
3.0	STAT 200	
75.0	Subtotal: Major Requirements	65% Major GPA required
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	

Credit hours	BSc with Biology major, Ecology & Environmental Biology area of concentration required courses	Student's record of courses completed
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
120.0	**Total**	

16.11.2.6   BSc Honours in Biology, Ecology & Environmental Biology Area of Concentration

Refer to §16.6 and §16.9.2 for additional important information.

Credit hours	BSc Honours in Biology, Ecology & Environmental Biology required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	BIOL 265	
3.0	BIOL 266	
3.0	BIOL 275	
3.0	BIOL 276	
3.0	BIOL 288	
0.0	BIOL 488 (semester 1)	
0.0	BIOL 488 (semester 2)	
3.0	BIOL 498	
3.0	BIOL 499	
3.0		
3.0		
3.0	SEVEN courses from: BIOL 302, 316, 315, 335, 341 (or STAT 342), 365, 366, 367, 375, 376, 380, 385, 401, 402, 425, 435, 456, 457, 463, 475, 476, 485	
3.0		
3.0		
3.0		
3.0		

Credit hours	BSc Honours in Biology, Ecology & Environmental Biology required courses	Student's record of courses completed
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CHEM 140	
3.0	CS 110	
3.0	MATH 110	
3.0	MATH 111	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 100	
3.0	STAT 200	
84.0	Subtotal: Major Requirements	**75% Major GPA required**
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
120.0	**Total**	

16.11.2.7 BSc Combined Major in Biology and Biochemistry
Refer to §16.6 and §16.9.1 for additional important information.

Credit hours	BSc Combined Major in Biology and Biochemistry, required courses	Student's record of courses completed
3.0	BIOC 220	
3.0	BIOC 221	
3.0	BIOC 321	
3.0	BIOC 3xx	
3.0	BIOL 100	
3.0	BIOL 101	

Credit hours	BSc Combined Major in Biology and Biochemistry, required courses	Student's record of courses completed
3.0	BIOL 205	
3.0	BIOL 220	
3.0	BIOL 265	
3.0	BIOL 266	
3.0	BIOL 275 or 276	
3.0	BIOL 288	
3.0		
3.0	FOUR courses from: BIOL 300, 301, 305, ~~315~~, 366, 390, 401, 402, 405, **407** ~~465~~	
3.0		
3.0		
3.0	BIOL or BIOC 3xx or 4xx	
3.0	BIOL or BIOC 3xx or 4xx	
3.0	BIOL or BIOC 3xx or 4xx	
3.0	BIOL or BIOC 3xx or 4xx	
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CHEM 140	
3.0	CHEM 210	
3.0	CHEM 215 OR 250	
3.0	CHEM 241	
3.0	CS 110 or 115	
3.0	MATH 110	
3.0	MATH 111	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 160	
96.0	Subtotal: Major Requirements	65% Major GPA required
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
120.0	**Total**	**65% Program GPA required**

16.11.2.8 BSc Combined Major in Biology and Geography

Refer to §16.6 and §16.9.1 for additional important information.

Credit hours	BSc Combined Major in Biology and Geography, required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	BIOL 265	
3.0	BIOL 266	
3.0	BIOL 275 or 276	
3.0	BIOL 288	
3.0		
3.0	FOUR courses from: BIOL 335, 341 (or STAT 342), 364, 365, 367, 370, 375, 376, 385, 402, 425, 435, 457, 475, 476	
3.0		
3.0		
3.0	GEOG 120	
3.0	GEOG 121	
3.0	GEOG 205	
3.0	GEOG 207	
3.0	GEOG 210	
3.0	GEOG 226	
3.0	GEOG 301	
3.0	GEOG 305	
3.0	GEOG 3xx or 4xx	
3.0	GEOG 3xx or 4xx	
3.0	GEOG 3xx or 4xx	
3.0	GEOG 3xx or 4xx	
3.0	CHEM 104	
3.0	CHEM 140	
3.0	GEOL 102	
3.0	CS 110	
3.0	MATH 110	
3.0	MATH 111	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 160	
99.0	**Subtotal: Major Requirements**	**65% Major GPA required**
3.0	ENGL 100	

Credit hours	BSc Combined Major in Biology and Geography, required courses	Student's record of courses completed
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Open elective	
120.0	**Total**	**65% Program GPA required**

16.11.2.10 BSc in Environmental Biology (Joint Program with ~~SIAST~~ Saskatchewan Polytechnic ~~Woodland Campus~~ & Lethbridge College)

This is a joint program with ~~SIAST~~ **Saskatchewan Polytechnic** ~~Woodland Campus~~ and Lethbridge College. To complete the BSc in Environmental Biology, students must have completed the Diploma of Integrated Resource Management from ~~SIAST~~ **Saskatchewan Polytechnic** ~~Woodland Campus~~ or the Diploma in Renewable Resource Management from Lethbridge College with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent. Graduation from a similar program may be used for admission to this program and will be reviewed on a case by case basis. Students meeting admission requirements will be granted 60.0 hours of block transfer credit toward this degree program.

Refer to §16.6 and §16.9.1 for additional important information.

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
0.0	BIOL 488 (first semester)	
0.0	BIOL 488 (second semester)	
3.0	THREE courses from: BIOL **316**, 335, 341 (or STAT 342), 365, 367, 380, 385, 435, 456, **457**, 463, 476, 485	
3.0		
3.0		
3.0	CHEM 104	
3.0	CHEM 140	
3.0	GEOG 121	
3.0	GEOG 226	
3.0	GEOG 325, 326 or 327	
3.0	MATH 110	
3.0	PHYS 109 or 111	
3.0	ENGL 100	
3.0	ENGL 110	
3.0	STAT 200	

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
60.0	**Subtotal**	**65% U of R GPA required**
120.0	**Total**	

16.11.2.11 BSc Honours in Environmental Biology (Joint Program with ~~SIAST~~ Saskatchewan Polytechnic Woodland Campus & Lethbridge College)

This is a joint program with ~~SIAST~~ **Saskatchewan Polytechnic** ~~Woodland Campus~~ and Lethbridge College. To complete the BSc in Environmental Biology, students must have completed the Diploma of Integrated Resource Management from ~~SIAST~~ **Saskatchewan Polytechnic** ~~Woodland Campus~~, or the Diploma in Renewable Resource Management from Lethbridge College with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent. Graduation from a similar program may be used for admission to this program and will be reviewed on a case by case basis. Students meeting admission requirements will be granted 60.0 hours of block transfer credit toward this degree program.

Refer to §16.6 and §16.9.2 , and §16.11.2.10 for additional important information.

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
0.0	BIOL 488 (first semester)	
0.0	BIOL 488 (second semester)	
3.0	BIOL 498	
3.0	BIOL 499	
3.0		
3.0	FIVE courses from:	
3.0	BIOL **316**, 335, 341 (or STAT 342), 365, 367, 380, 385, 435, 456, **457**, 463, 476, 485	
3.0		
3.0		
3.0	CHEM 104	
3.0	CHEM 140	
3.0	GEOG 121	
3.0	GEOG 226	

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	GEOG 325, 326 or 327	
3.0	MATH 110	
3.0	PHYS 109 or 111	
3.0	ENGL 100	
3.0	ENGL 110	
3.0	STAT 200	
3.0	Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
72.0	**Subtotal**	**70% U of R GPA required**
132.0	**Total**	

16.11.2.12 BSc in Environmental Biology (Joint Program with Lakeland College)

This is a joint program with Lakeland College. To complete the BSc in Environmental Biology, students must have completed the Diploma in Wildlife and Fisheries Conservation, or the Diploma in Conservation and Restoration Ecology at Lakeland College with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent. Graduation from a similar program may be used for admission to this program and will be reviewed on a case by case basis. Students meeting admission requirements will be granted 60.0 hours of block transfer credit toward this degree program.

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	ONE of: BIOL 265, 266	
0.0	BIOL 488 (first semester)	
0.0	BIOL 488 (second semester)	
3.0	THREE courses from: BIOL **316**, 335, 341 (or STAT 342), 365, 367, 380, 385, 435, 456, **457**, 463,476, 485	
3.0		
3.0		
3.0	GEOG 121	

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	GEOG 226	
3.0	GEOG 325, 326, or 327	
3.0	MATH 110	
3.0	PHYS 109 or 111	
3.0	ENGL 100	
3.0	ENGL 110	
3.0	STAT 200	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
60.0	**Subtotal**	**65% U of R GPA required**
120.0	**Total**	

16.11.2.13 BSc Honours in Environmental Biology (Joint Program with Lakeland College)

This is a joint program with Lakeland College. To complete the BSc in Environmental Biology, students must have completed the Diploma in Wildlife and Fisheries Conservation, or the Diploma in Conservation and Restoration Ecology at Lakeland College with a minimum 60% graduating average and a passing grade in Pre-Calculus 30 or equivalent. Graduation from a similar program may be used for admission to this program and will be reviewed on a case by case basis. Students meeting admission requirements will be granted 60.0 hours of block transfer credit toward this degree program.
Refer to §16.6 and §16.9.2 , and §16.11.2.10 for additional important information.

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	BIOL 100	
3.0	BIOL 101	
3.0	BIOL 205	
3.0	BIOL 220	
3.0	ONE of: BIOL 265, 266	
0.0	BIOL 488 (first semester)	
0.0	BIOL 488 (second semester)	
3.0	BIOL 498	
3.0	BIOL 499	
3.0	FIVE courses from:	
3.0	BIOL **316**, 335, 341 (or STAT 342), 365,	

Credit hours	Environmental Biology major (University of Regina), required courses	Student's record of courses completed
3.0	367, 380, 385, 435, 456, **457,** 463, 476, 485	
3.0		
3.0		
3.0	GEOG 121	
3.0	GEOG 226	
3.0	GEOG 325, 326, or 327	
3.0	MATH 110	
3.0	PHYS 109 or 111	
3.0	ENGL 100	
3.0	ENGL 110	
3.0	STAT 200	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
72.0	**Subtotal**	**70% U of R GPA required**
132.0	**Total**	

(end of omnibus motions 11 through 16)

MOTION 17:   Minor in Geology

To add a note to the GEOL 270 requirement in the Minor in Geology program effective 201530

16.16.2.5 Minor in Geology

Credit hours	Geology minor required courses	Student's record of courses completed
3.0	GEOL 102	
3.0	GEOL 201	
3.0	GEOL 240	
3.0	GEOL 270 **(students must opt for another Geology course instead of Geol 270, if Geol 270 is a required course in their Major program)**	
3.0	Two Geology courses as approved by the	

Credit hours	Geology minor required courses	Student's record of courses completed
3.0	Head of the Dept or Geology undergraduate advisor	
18.0	**Subtotal**	

(end of motion 17)

Rationale: Geol 102 and Geol 270 are required courses in some Major programs in other faculties (e.g., Petroleum Engineering). The proposed changes will limit any potential "double dip" situations to a maximum of one course.

Remark: In the current undergraduate calendar the course listing for a Minor in Geology in the Faculty of Engineering and Applied Science is outdated (including course names and numbers that are no longer available). We suggest that the Faculty of Engineering and Applied Science adopt the same version as the Faculty of Science have outlined for students wanting to gain a Minor in Geology. This will maintain consistency between the various faculties across campus.

MOTION 18:   Bsc Honours Program Amendment

To amend the BSc Honours in Environmental Geoscience program as indicated below effective 201530.

16.16.2.4 BSc Honours in Environmental Geoscience
Refer to §16.6 and §16.9.2 for additional important information.
Students planning an honours program should consult with the Head of the Geology Department.

Credit hours	BSc Honours in Environmental Geoscience, required courses	Student's record of courses completed
3.0	GEOL 102	
3.0	GEOL 201	
3.0	GEOL 210	
3.0	GEOL 211	
3.0	GEOL 240	
3.0	GEOL 241	
3.0	GEOL 314	
3.0	GEOL 329 or GEOG 329	
3.0	GEOL 307 or BIOL 456	
3.0	GEOL 353	
3.0	GEOL 460	
6.0	GEOL 400AC (or GEOL 400AA and 400AB), OR GEOG 499AC (or GEOG 499AA and 499AB)	
3.0	GEOL 396 or GEOG 411	
3.0	GEOL 429 or GEOG 429	
3.0	GEOG 121	

Credit hours	BSc Honours in Environmental Geoscience, required courses	Student's record of courses completed
3.0	GEOG 203	
3.0	GEOG 207	
3.0	GEOG 303	
3.0	GEOG 309	
3.0	GEOG 321	
3.0	GEOG 323	
3.0	GEOG 327	
3.0	GEOL 413 or higher; or GEOG 409 or higher	
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CS 110	
3.0	MATH 110	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 100 or 160	
3.0	BIOL 100 or 101	
~~93.0~~ 96.0	Subtotal: Major Requirements	75% Major GPA required
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
~~3.0~~	~~Science, Arts, Fine Arts elective~~	
3.0	Science Elective	
3.0	Open elective	
~~27.0~~ 24.0		
120.0	Total	70% Program GPA required
* BIOL 476 accepted as Geoscience credit with APEGS.		

(end of motion 18)

Rationale: The total credit hours of required major courses in the proposed program are actually 96, but were miscounted as 93. This needs to be corrected, and the requirements under additional (non-major) courses also need to be changed accordingly. Since there is a minimum requirement of 18 credit hours in the category of Arts/Fine Arts, the deleted course should be in "Science, Arts, Fine Arts elective" rather than in "Arts/Fine Arts", as illustrated in the attached template.

MOTION 19:   BSc Geology Amendment

To amend the BSc in Geology program as indicated below effective 201530.

16.16.2.1 BSc in Geology
Refer to §16.6 and §16.9.1 for additional important information.

Credit hours	BSc Geology major, required courses	Student's record of courses completed
3.0	GEOL 102	
3.0	GEOL 201	
3.0	GEOL 210	
3.0	GEOL 211	
3.0	GEOL 240	
3.0	GEOL 241	
3.0	GEOL 307	
3.0	GEOL 313	
3.0	GEOL 314	
3.0	GEOL 315	
3.0	GEOL 340	
3.0	GEOL 353	
3.0	GEOL 396	
3.0	GEOL 453	
3.0	GEOL 496	
3.0	GEOL 413 400 or higher (400AA and 400AB for 3 credit hrs each, or 400AC for 6 credit hrs)	
3.0	GEOL 413 400 or higher (400AA and 400AB for 3 credit hrs each, or 400AC for 6 credit hrs)	
3.0	GEOL 413 400 or higher (400AA and 400AB for 3 credit hrs each, or 400AC for 6 credit hrs)	
3.0	CHEM 104	
3.0	CHEM 105	
3.0	CS 110	
3.0	GEOG 323	
3.0	MATH 110	
3.0	PHYS 109 and 119, or PHYS 111 and 112	
3.0		
3.0	STAT 100 or 160	
3.0	Science elective* (APEGS approved)	
3.0	Science elective* (APEGS approved)	
84.0	**Subtotal: Major Requirements**	**65% Major GPA required**
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	

Credit hours	BSc Geology major, required courses	Student's record of courses completed
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Science, Arts, Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective	
120.0	**Total**	**65% Program GPA required**

* For APEGS accreditation, these courses must be from Biology, Chemistry, Computer Science, Math, Physics or Statistics, and be acceptable by APEGS. For more information regarding APEGS Accreditation, please see website: http://www.apegs.sk.ca/

(end of motion 19)

Rationale: The course Geol 400 (thesis in Geology) is taken by both Geology B.Sc. Honours students, and in some cases by students who are not wanting an Honours degree in Geology. The current calendar precludes these latter students from gaining credit for these in their Geology program. The proposed change will allow the non-Honours students to count Geol 400 as part of the number of 'required' Geology courses.

MOTION 20: BSc and BSc Honours in Computer Science

To remove CS 375 and add CS 476 in the BSc and BSc Honours in Computer Science programs and amend the BSc in Computer Science further as indicated below effective 201530.

16.13.2.2 BSc in Computer Science

Refer to §16.6 and §16.9.21 for additional important information.

Credit hours	BSc with major in Computer Science, required courses	Student's record of courses completed
3.0	CS 110	
3.0	CS 115	
3.0	CS 201	
3.0	CS 210	
3.0	CS 215	
3.0	CS 280	
3.0	CS 301	
3.0	CS 310	
3.0	CS 320	
3.0	CS 330	
3.0	CS 335	
3.0	CS 340	
3.0	CS 350	
3.0	CS 372	
~~3.0~~	~~CS 375~~	
3.0	**CS 476**	
3.0	CS 4xx	
3.0	CS 4xx	
3.0	MATH 110	

Credit hours	BSc with major in Computer Science, required courses	Student's record of courses completed
3.0	MATH 111	
3.0	MATH 122	
3.0	MATH 221	
3.0	STAT 160 or 200	
3.0	MATH or STAT above 200 (not MATH 261)	
~~66.0~~ 69.0	**Subtotal: Major Requirements**	**65% Major GPA required**
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Natural Science elective	
3.0	Natural Science elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective *this course cannot be from the subjects of CS, Math, Stats or ACSC.	
3.0	Open elective *this course cannot be from the subjects of CS, Math, Stats or ACSC.	
120.0	**Total**	**65% Program GPA required**

16.13.2.3 BSc Honours in Computer Science

Refer to §16.6 and §16.9.21 for additional important information.

Credit hours	BSc Honours in Computer Science, required courses	Student's record of courses completed
3.0	CS 110	
3.0	CS 115	
3.0	CS 201	
3.0	CS 210	
3.0	CS 215	
3.0	CS 280	
3.0	CS 301	
3.0	CS 310	
3.0	CS 320	
3.0	CS 330	
3.0	CS 335	
3.0	CS 340	
3.0	CS 350	
3.0	CS 372	
~~3.0~~	~~CS 375~~	
3.0	CS 412	
3.0	**CS 476**	
3.0	CS 2xx, 3xx or 4xx (not MATH 261)	
3.0	CS 2xx, 3xx or 4xx (not MATH 261)	
3.0	CS 4xx	
3.0	CS 4xx	
3.0	CS 4xx	
0.0	CS 498	
0.0	CS 499	

Credit hours	BSc Honours in Computer Science, required courses	Student's record of courses completed
0.0	CS 499	
3.0	MATH 110	
3.0	MATH 111	
3.0	MATH 122	
3.0	MATH 221	
3.0	STAT 160 or 200	
3.0	MATH or STAT above 200 (not MATH 261)	
81.0	**Subtotal: Major Requirements**	**75% Major GPA required**
3.0	ENGL 100	
3.0	ENGL 110	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Arts or Fine Arts elective	
3.0	Natural Science elective	
3.0	Natural Science elective	
3.0	Science, Arts, or Fine Arts elective	
3.0	Open elective	
3.0	Open elective	
3.0	Open elective *this course cannot be from the subjects of CS, Math, Stats or ACSC.	
3.0	Open elective *this course cannot be from the subjects of CS, Math, Stats or ACSC.	
120.0	**Total**	**70% Program GPA required**

(end of motion 20)

Rationale: To meet the new accreditation requirements given by the Association for Computing Machinery (ACM) / Institute of Electrical and Electronics Engineers (IEEE) Computer Society and the Computer Science Accreditation Council (CSAC) of the Canadian Information Processing Society (CIPS), we are adding topics related to databases to CS 215 and removing some topics not required for accreditation. As a result, a dedicated course on databases (CS 375) is no longer required in the BSc and BSc Honours in Computer Science programs.

To meet the new accreditation requirements given by the Association for Computing Machinery (ACM) / Institute of Electrical and Electronics Engineers (IEEE) Computer Society and the Computer Science Accreditation Council (CSAC) of the Canadian Information Processing Society (CIPS), we need to have a term-long project course as a required course in our curriculum. CS 476 (Software Development Project) is suited to this requirement.

To meet the above requirement without increasing the total number of required courses, we are adding some topics related to databases to CS 215 (Web Oriented Programming) and removing some topics not required for accreditation from CS 215. The title of the course is being changed to reflect the revised content.

With these changes to CS 215, the CS 375 (Database and Information Retrieval) course is no longer needed to meet the accreditation requirements.

1.4   Report from the University Secretary

MOTION 21:   Council Committee on Undergraduate Admissions and Studies – Membership

That Executive of Council approves an amendment to the Terms of Reference of the Council Committee on Undergraduate Admissions and Studies which would include the Director of UR International as a full member.

(end of motion 21)

Rationale: The Council Committee on Undergraduate Admissions and Studies (CCUAS) has reconsidered its terms of reference which lists that there will be an 'observer' on the committee who will be a representative from UR International.

Given the growing number of international students enrolling at the University of Regina and the role of the UR International office in processing these enrolments, it is important that the Office of UR International have an opportunity to participate more actively in the decisions that are considered and recommended by CCUAS. CCUAS is responsible for recommending proposals for new and revised academic policies and standards as well as new and revised standards for undergraduate admission. For both of these topics, UR International has a role in shaping and providing input in the recommendations being considered by CCUAS for recommendation to Executive of Council.

It is recommended that the Director, UR International be the designated ex officio role on CCUAS as this role is the only person in that office that is a member of Executive of Council and Council. The Director actively participates in these academic decision making bodies.

1.5   **Report from the Director of Enrolment Services and the Director of UR International.**

MOTION 22:   Addition of Pearson Test of English (PTE) Academic to the approved list of language proficiency tests

To add the Pearson Test of English (PTE) Academic to the list of approved language proficiency tests (Undergraduate Calendar Section 2.2.3), except for the Faculty of Nursing, to be effective for the Spring/Summer 2015 admission cycle. An overall minimum score of 59 with a minimum score of 59 in each area will be required.

2.2.3 APPROVED TESTS OF PROFICIENCY IN ENGLISH

One of the following tests will also be accepted. Test results must be received by the Admissions Office directly from the testing service before the deadline for receipt of application documents.

1.   Canadian Test of English for Scholars and Trainees (CANTest) with a minimum score of 4.5 each on the tests of listening and reading, and 4.0 on the test of writing;
2.   Test of English as a Foreign Language (TOEFL) with a minimum overall score of 80 on the internet-based test (iBT) with minimum section scores of Reading 19, Listening 19, Speaking 18 and Writing 18 or a minimum score of 550 on the paper-based test including a minimum essay score of 3.5;
        NOTE: Institutional TOEFLs will not be accepted;
3.   International English Language Testing System (IELTS) with a minimum overall Band score of 6.5, and no Band score less than 5.5;
4.   Canadian Academic English Language Assessment (CAEL) with a minimum score of 60;

5.   Michigan English Language Assessment Battery (MELAB) with a minimum score of 85;

6.   Comprehensive English Language Test (CELT), restricted to francophone students, with a minimum score of 60.

7.   Pearson Test of English (PTE) Academic with a minimum overall score of 59 and a minimum score of 59 in each area, except for the Faculty of Nursing.
NOTE: The Faculty of Nursing does not accept the PTE.

(end of motion 22)

Rationale: The University of Regina has experienced significant growth in students with differing educational backgrounds from non-English speaking countries. Because of this the Admissions offices would like to see the addition of the PTE Academic Test as an accepted form of language proficiency testing.

PTE Academic was made available in 2009 as a modern, technologically advanced and more secure English language admissions test. It is owned by Pearson, a known leader in the publishing, education and testing fields. Pearson is the company behind brands such as Penguin Publishing, Edexcel, Pearson Longman, Prentice Hall, Addison-Wesley and the Financial Times.

PTE Academic has already been recognized as an approved English language admission test by nearly 3,000 academic programs including those at McGill, UBC, U Vic, SFU, U Alberta, U Calgary, U Lethbridge, U Sask, U Manitoba, U Winnipeg, Queens, McMaster, Waterloo, U Guelph, U Windsor, U Ottawa, all universities in Australia, 98% of universities in the UK, and more than 2000 programs in the United States.

International students from over 45 countries are choosing PTE Academic to support their applications to English speaking universities. PTE Academic test centers are available globally, test scores are returned within days instead of weeks, and the test is priced in line with TOEFL iBT in most major markets.

A Summary of the Key Benefits of PTE Academic

PTE Academic is not just another English language proficiency test; it is a solution to the challenges faced by admissions professionals who are responsible for fairly evaluating an international applicant's fit at the University.

1) PTE Academic is a more accurate test
When it comes to English language testing, the key factor for most institutions is how accurate the test is. In other words, does it provide an accurate and precise measure of students' language ability? PTE Academic was specifically developed to provide institutions with a more accurate measure of academic English proficiency. This means better admissions decisions and fewer problems with English skills in the classroom.

2) PTE Academic is a more secure test
Delivered through Pearson's highly secure test center network, state-of-the-art biometrics such as palm readers are applied to ensure the highest levels of security throughout the entire PTE Academic testing process. All tests are computer based with randomized questions; no two students will receive the same test. This prevents students from memorizing and copying tests.

3) PTE Academic is created with relevant academic content

How well a test reflects the real life demands of study is an important quality of a test of academic English proficiency. PTE Academic achieves this through the use of genuine academic test content, setting academically relevant tasks, and by measuring skills in an integrated way, for example, assessing the ability to listen to a lecture and then provide an oral summary. This ensures that an applicant's test scores reflect their ability to succeed in the classroom, not just at the testing center.

4) PTE Academic is a more objective and reliable test

The best tests are objective and produce results that are reliable. It should not matter when or where the test is taken, or who scores the test; admissions professionals should be confident in receiving a result that is consistent with the applicant's ability. PTE Academic achieves this by using patented, proprietary and proven automated scoring technology. This means you can trust the test score to measure the English language ability of your applicant and nothing else.

5) PTE Academic is attractive to students

Students receive unlimited score reports, faster results, and on-demand scheduling – PTE Academic brings test convenience into the 21st century for students and universities. PTE Academic is administered by Pearson VUE, owners of the world's largest computer-based test center network. Already available in 45+ countries, including throughout China and India, PTE Academic is helping to ensure that whenever a student needs a test, they can find one.

Comparison of test scores:

School	Minimum in each area	Overall score
U of Winnipeg	58	58
U of Saskatchewan	59	59
U of Calgary	59	59
U of Alberta	59	59
Grant MacEwan	56	59

2. **ITEM FOR INFORMATION**

2.1   Report from the Registrar

At the January 28, 2015 meeting of Executive Council the passing of Motion 5 which had revisions to the Advanced Certificate in Criminal Justice, which included a requirement to choose courses from a list that included SW 451, was later contradicted by Motion 34 which restricted enrolment in 300 and 400 level SW courses to students admitted to a bachelor or certificate program in Social Work.

The Dean of Social Work and Dean of Arts followed up on this item. The Department of Criminal Justice's decision was to remove SW 451 from the list of courses in the Advanced Certificate in Criminal Justice. This change has minor impact on the program. The change will be made and brought forward to the Council Committee on Undergraduate Admissions and Studies for information.

Prepared by:	On behalf of:	February 13, 2015
James D'Arcy	Kathleen Irwin	
Registrar	Chair	